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ABSTRACT

The bibliography contains 352 citations (primarily 1969-1987) dealing with exceptionality in children with a focus on special education. An introduction argues that education should focus on the needs of exceptional students, both subaverage and supra-average, asserting that techniques that work for these exceptional students also work for average students, while techniques directed primarily at average students are rarely adequate for the exceptional. Therefore curriculum courses in colleges of education could be more effective and widely applicable if techniques for teaching exceptional students were emphasized. The entries in the bibliography are arranged under the following headings: behavioral change; census; computers, software; cumulative information; curricula, methods, materials; diagnostics, research; glossaries; laws, administration; periodicals; prevention; general information. Included are books, periodicals, directories, government reports and other publications, resource and curriculum guides, glossaries, bibliographies, periodical indexes, information sources and clearinghouses, diagnostic manuals, and legislation. Entries are arranged alphabetically within each category by author, publication title, or source and include publication data, page numbers, and/or addresses as appropriate. Annotations are included for categories on computers, software; cumulative information; glossaries; periodicals; and general information. A few annotations also appear under the methods category. (VW)

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Exceptionality

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Abstract

In education our focus has been on the average. We tend to homogenize. We would have fewer failures and more successes if we focused on the exceptional. Techniques of teaching the supra-average and the subaverage include the average. Techniques of teaching the average infrequently include the supra-average and the subaverage. Therefore, curriculum courses in colleges of education should focus on the exceptional. Towards that end, some ideas and an introductory bibliography are presented.

Exceptionality

We often seem to fail, in our society and culture, with the supra-average and the subaverage. Neither the supra-average nor the subaverage seem to achieve their potential. Our average do relatively well; most of our programs and materials seem suited to their needs. Our teachers are taught to work with the average. But about 50% of a classroom's students are often not in tune with the materials of a unit. Hence anxiety or boredom soon prevail, and they are the murderers of motivation. Some anxiousness may lead to change, but if it becomes anxiety it more readily leads to frustration and failure. Some relaxation may lead to change, but if it becomes boredom, it more readily leads to frustration and failure.

There is a principle in psychology, mathematics, and statistics, related to "regression towards the mean" as stipulated by Galton. The principle is illustrated, in extremes, as follows. If a student receives a 100% correct score on an examination, it will be difficult for that student to receive another 100% correct score the next time. The odds are that student will achieve less.

The converse is also true for a 0% correct score. Assuming, as above, that the student was and is trying, in an appropriate course, etc., it would be unlikely for that student to again score 0%. The odds are that student will achieve more. The principle denoted by Galton is "the regression towards the mean."

Unfortunately, in education (in teaching/learning) the principle is regression towards the lower end of the curve. For the supra-average, either principle suffices. But in teaching/learning for the

subaverage, don't we wish that Galton's statement would apply? But unless a subaverage person is given an appropriate education, each and every year the student falls back with regard to potential. It is not that the student does not learn, but that the student does not learn to potential. Therefore, the intelligence quotient (IQ) recedes, and the aptitude and achievement increments become smaller and smaller. In an excellent educational milieu, not only should the IQ not recede, but it could be increased by one standard deviation (15 or 16 points on a Wechsler or Binet scale), with corresponding aptitude and achievement increments.

What we need to do in our educational programs is focus on the exceptional, the supra-average and the subaverage. The methods and materials in our curricula are geared towards the average. Be a conscientious, interested, and motivated teacher and respond to student needs. Be enthusiastic, be a facilitator of learning, but realize that the materials can do much of the work with the average. Not so, for the exceptional, the supra-average and the subaverage. They need exceptional teachers, exceptional materials, exceptional methods, exceptional curricula, exceptional structures, and exceptional functions. To date, neither the average teacher, nor the average materials, nor the average methods, nor the average curricula, nor the average structures, nor the average functions will help them (the exceptional) enough. Forgive us for the repetitive emphasis (but it is better than Dick and Jane?).

Each teacher ought to be educated as a teacher of the exceptional, rather than as a teacher of the average. The average have all the

other advantages. Public Law 94-142 if not some of its precursors and certainly its followers should have given us this insight.

Let us digress. In 1988 a psychiatry manual may be published, different from any other psychiatry manual ever published. The manual (if published) will include recommended treatments for so-called mental disorders. This would be the first such manual since psychiatry may be said to have started about 100 years ago (or is it 2,000 years ago?). Imagine culling the research literature and determining the best treatments (e.g., psychotherapy, psychoanalysis, drugs, conditioning, hypnosis, individual, group, supportative, confrontational) for specific disorders. The book will be partly out-of-date as soon and if it is published. But think of such a tome as something to build upon, adding other researched therapies as they are proved beneficial. We keep saying if it is published because some psychiatrists, we hope a small minority, will object to its publication. After all, when you are gods, who needs research, who needs reality, who needs new standards, who needs new guidelines?

We need an analogous tome or tomes in teaching/learning. With additional support, this could be accomplished through Educational Resources Information Center (ERIC) CIJE and RIE. And the evaluative resultants ought to be the focus in colleges of teacher education.

But rather than wait for the improbable tome(s), at least improbable as a general principle in the next decade, substitute for the regular curriculum courses. Essentially, eliminate the regular curriculum courses. Focus on courses for the exceptional in colleges of teacher education. The exceptional would include the supra-average (superior, talented, gifted) and the subaverage (borderline, and

special education). More specifically, the subaverage would concern teaching/learning techniques for the borderline, slow learner, disadvantaged (a euphemistic expression for the socio-economically poor, as a general statement); and for the special education students (the precursors and followers of P.L. 94-142: infants, children, adolescents, and adults). Techniques of teaching the supra-average and the subaverage include the average. Techniques of teaching the average infrequently include the supra-average and the subaverage. But many administrators, college professors, supervisors, and teachers would object to this change (focusing on the exceptional), despite our past failures. After all, when you are gods, who needs research, who needs reality, who needs new standards, who needs new guidelines?

We do. For we lose too many children and adolescents to lowered expectancies. Furthermore, we lose too many children and adolescents to ignorance and criminality (including illiteracy, drop outs, pregnancies, drugs, etc.). Let us help more of our youths by being exceptional and by considering them exceptional.

Introduction to Exceptionality with a Focus on Special Education

The bibliography below includes various categorizations: Behavioral Change; Census; Computers, Software; Cumulative Information; Curricula, Methods, Materials; Diagnostics, Research; Glossaries; Laws, Administration; Periodicals; Prevention; and finally, General Information. Some of the references are listed under one category, some under two categories.

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ABSTRACT

The bibliography contains 352 citations (primarily 1969-1987) dealing with exceptionality in children with a focus on special education. An introduction argues that education should focus on the needs of exceptional students, both subaverage and supra-average, asserting that techniques that work for these exceptional students also work for average students, while techniques directed primarily at average students are rarely adequate for the exceptional. Therefore curriculum courses in colleges of education could be more effective and widely applicable if techniques for teaching exceptional students were emphasized. The entries in the bibliography are arranged under the following headings: behavioral change; census; computers, software; cumulative information; curricula, methods, materials; diagnostics, research; glossaries; laws, administration; periodicals; prevention; general information. Included are books, periodicals, directories, government reports and other publications, resource and curriculum guides, glossaries, bibliographies, periodical indexes, information sources and clearinghouses, diagnostic manuals, and legislation. Entries are arranged alphabetically within each category by author, publication title, or source and include publication data, page numbers, and/or addresses as appropriate. Annotations are included for categories on computers, software; cumulative information; glossaries; periodicals; and general information. A few annotations also appear under the methods category. (VW)

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Exceptionality

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Exceptionality

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Abstract

In education our focus has been on the average. We tend to homogenize. We would have fewer failures and more successes if we focused on the exceptional. Techniques of teaching the supra-average and the subaverage include the average. Techniques of teaching the average infrequently include the supra-average and the subaverage. Therefore, curriculum courses in colleges of education should focus on the exceptional. Towards that end, some ideas and an introductory bibliography are presented.

Exceptionality

We often seem to fail, in our society and culture, with the supra-average and the subaverage. Neither the supra-average nor the subaverage seem to achieve their potential. Our average do relatively well; most of our programs and materials seem suited to their needs. Our teachers are taught to work with the average. But about 50% of a classroom's students are often not in tune with the materials of a unit. Hence anxiety or boredom soon prevail, and they are the murderers of motivation. Some anxiousness may lead to change, but if it becomes anxiety it more readily leads to frustration and failure. Some relaxation may lead to change, but if it becomes boredom, it more readily leads to frustration and failure.

There is a principle in psychology, mathematics, and statistics, related to "regression towards the mean" as stipulated by Galton. The principle is illustrated, in extremes, as follows. If a student receives a 100% correct score on an examination, it will be difficult for that student to receive another 100% correct score the next time. The odds are that student will achieve less.

The converse is also true for a 0% correct score. Assuming, as above, that the student was and is trying, in an appropriate course, etc., it would be unlikely for that student to again score 0%. The odds are that student will achieve more. The principle denoted by Galton is "the regression towards the mean."

Unfortunately, in education (in teaching/learning) the principle is regression towards the lower end of the curve. For the supra-average, either principle suffices. But in teaching/learning for the

subaverage, don't we wish that Galton's statement would apply? But unless a subaverage person is given an appropriate education, each and every year the student falls back with regard to potential. It is not that the student does not learn, but that the student does not learn to potential. Therefore, the intelligence quotient (IQ) recedes, and the aptitude and achievement increments become smaller and smaller. In an excellent educational milieu, not only should the IQ not recede, but it could be increased by one standard deviation (15 or 16 points on a Wechsler or Binet scale), with corresponding aptitude and achievement increments.

What we need to do in our educational programs is focus on the exceptional, the supra-average and the subaverage. The methods and materials in our curricula are geared towards the average. Be a conscientious, interested, and motivated teacher and respond to student needs. Be enthusiastic, be a facilitator of learning, but realize that the materials can do much of the work with the average. Not so, for the exceptional, the supra-average and the subaverage. They need exceptional teachers, exceptional materials, exceptional methods, exceptional curricula, exceptional structures, and exceptional functions. To date, neither the average teacher, nor the average materials, nor the average methods, nor the average curricula, nor the average structures, nor the average functions will help them (the exceptional) enough. Forgive us for the repetitive emphasis (but it is better than Dick and Jane?).

Each teacher ought to be educated as a teacher of the exceptional, rather than as a teacher of the average. The average have all the

other advantages. Public Law 94-142 if not some of its precursors and certainly its followers should have given us this insight.

Let us digress. In 1988 a psychiatry manual may be published, different from any other psychiatry manual ever published. The manual (if published) will include recommended treatments for so-called mental disorders. This would be the first such manual since psychiatry may be said to have started about 100 years ago (or is it 2,000 years ago?). Imagine culling the research literature and determining the best treatments (e.g., psychotherapy, psychoanalysis, drugs, conditioning, hypnosis, individual, group, supportative, confrontational) for specific disorders. The book will be partly out-of-date as soon and if it is published. But think of such a tome as something to build upon, adding other researched therapies as they are proved beneficial. We keep saying if it is published because some psychiatrists, we hope a small minority, will object to its publication. After all, when you are gods, who needs research, who needs reality, who needs new standards, who needs new guidelines?

We need an analogous tome or tomes in teaching/learning. With additional support, this could be accomplished through Educational Resources Information Center (ERIC) CIJE and RIE. And the evaluative resultants ought to be the focus in colleges of teacher education.

But rather than wait for the improbable tome(s), at least improbable as a general principle in the next decade, substitute for the regular curriculum courses. Essentially, eliminate the regular curriculum courses. Focus on courses for the exceptional in colleges of teacher education. The exceptional would include the supra-average (superior, talented, gifted) and the subaverage (borderline, and

special education). More specifically, the subaverage would concern teaching/learning techniques for the borderline, slow learner, disadvantaged (a euphemistic expression for the socio-economically poor, as a general statement); and for the special education students (the precursors and followers of P.L. 94-142: infants, children, adolescents, and adults). Techniques of teaching the supra-average and the subaverage include the average. Techniques of teaching the average infrequently include the supra-average and the subaverage. But many administrators, college professors, supervisors, and teachers would object to this change (focusing on the exceptional), despite our past failures. After all, when you are gods, who needs research, who needs reality, who needs new standards, who needs new guidelines?

We do. For we lose too many children and adolescents to lowered expectancies. Furthermore, we lose too many children and adolescents to ignorance and criminality (including illiteracy, drop outs, pregnancies, drugs, etc.). Let us help more of our youths by being exceptional and by considering them exceptional.

Introduction to Exceptionality with a Focus on Special Education

The bibliography below includes various categorizations: Behavioral Change; Census; Computers, Software; Cumulative Information; Curricula, Methods, Materials; Diagnostics, Research; Glossaries; Laws, Administration; Periodicals; Prevention; and finally, General Information. Some of the references are listed under one category, some under two categories.

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